

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S  
C of E Primary School

## How do we identify and assess children with SEND?

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Whinmoor St Paul's C of E Primary School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce an SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process and will be invited to termly meetings to review and write outcomes.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found by visiting the Leeds Local Offer website.

A special educational need can be a number of different things. For example, a child may be having difficulties with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. It may also relate to the develop of a child's emotional and social needs. For some children this may be a temporary difficulty, while others may have a long term need for special help.

### **Types of special educational needs can include:**

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties

- Social, emotional and mental health difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Development Co-ordination Disorder (difficulties with motor skills, organisation)
- Autism
- ADHD (Attention Deficit Hyperactivity)
- Downs Syndrome
- Cerebral Palsy
- Other Physical or Medical Needs

## **Types of SEND at the School**

At Whinmoor St Paul's C of E Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

### **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs (Pragmatics).

### **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

### **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

### **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

At Whinmoor St Paul's C of E Primary School, we have experience of supporting children and young people with a wide range of need including:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Development Co-ordination Disorder (difficulties with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder – ADHD (Attention Deficit Hyperactivity Disorder)

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

## **Evaluating Our Provision**

How do we evaluate the effectiveness of our provision?

The SENCO regularly evaluates the effectiveness of its SEN provision through;

- Regular SEND Review meetings with staff to monitor the SEN provision within the school
- Half termly reviews of data and student progress, scrutinies of student's work, lesson observations and learning walks to assess impact
- Monitoring of small group intervention and analysis of the impact
- Analysis of B Squared materials
- Discussions with parents at SEND reviews an important way of identifying the effectiveness of the SEN provision. Compliments and complaints can be left here
- Network meetings allow the SENCO to discuss provision with other professionals and reflect on practice

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.